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ABSTRACT

New York State United Teachers (NYSUT) provides information and assistance to groups wishing to form teacher centers or already involved actively with a teacher center. NYSUT activities reported in this publication include the following: (1) publications; (2) workshops on proposal writing; (3) local and regional workshops; (4) locating resources for teacher centers; (5) statewide conferences; and (6) legislation sponsored for state-level funding. Program descriptions of some local New York teacher centers are included. (JD)

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AFT — NYSUT
TEACHER CENTERS

A Report Prepared Cooperatively by
New York State United Teachers and
The Teacher Center Resource Exchange
of the American Federation of Teachers

April, 1979

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SP014839

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AMERICAN FEDERATION OF TEACHERS

ALBERT SHANKER
President

NEW YORK STATE UNITED TEACHERS OFFICERS

Thomas Y. Hobart, Jr. ..... President

Dan Sanders ..... Executive Vice President

Kenneth J. Deedy ..... First Vice President

Antonia Cortese ..... Second Vice President

Herbert Magidson ..... Secretary-Treasurer

Vito DeLeonardis ..... Executive Director

Charles J. Santelli ..... Director
Research and Educational Services

Dear Colleague:

The American Federation of Teachers has long maintained a leadership position in the development and support of teacher centers. Through the AFT Teacher Center Resource Exchange, we have made a commitment to provide teacher center leaders with the necessary resources and information for the continued planning of effective inservice programs. We applaud the collaboration among classroom teachers, state education departments, higher education institutions, school boards, and district administrators that has made teacher centers a reality today.

We hope that the initiative exemplified in the teacher centers described in this publication will encourage other teachers to become involved in upgrading their own inservice opportunities.

In Unity,

Albert Shanker
President

Dear Colleague:

New York State United Teachers strongly supports the development, concept, and operation of teacher centers. We see teacher centers as an integral part of the ongoing professional activities of teachers providing the mechanism through which meaningful in-service programs designed and carried out by teachers, can occur. The federal legislation that supports the development of teacher centers reflects our position that teachers must have the majority voice in determining their inservice programs and those programs must be based on the needs of teachers.

Collegiality of higher education personnel and K-12 teachers is encouraged in teacher centers where both come to work on problems identified by teachers.

We live in an era in which the prevailing negativism towards education in general has affected the teaching profession in many ways. There is great hope that teacher centers can help to bring about positive changes in the work environment of teachers and offer an ongoing professional support system.

NYSUT will continue to provide to seek resources on the state and federal levels to provide financial support to those centers.

Fraternally,

Tom Hobart

Thomas Y. Hobart, Jr.
President

Since 1971 members of the American Federation of Teachers have been involved in attempting to bring about legislation supporting the development of teacher centers. The result of years of meeting and working with political leaders was finally seen when the proposed federal regulations for the Teacher Center program appeared in the Federal Register in June, 1977.

New York State United Teachers has been actively involved with providing information and assistance about teacher centers to interested locals since that time. NYSUT activities have included the following:

- Publications
- Proposal-writing assistance to locals applying for funding
- Local and regional workshops
- Locating resources for locals
- Statewide conferences
- Sponsored legislation for state level funding

HOW WE SERVE

Publications

New York Teacher

Our weekly newspaper, (circulation approximately 220,000) carries features on New York Centers, covers all conferences and workshops on teacher centers and provides information on the federal program.

Information Bulletins

These are mailed to local presidents and are available upon request to others. They target the important issues and give vital information on centers.

PROPOSAL WRITING

Workshops on preparing the federal proposal were sponsored by NYSUT and the State Education Department in February and March, 1978. A number of resource people came to share their expertise with teacher leaders from across the state who were in the process of writing proposals. NYSUT provided funding to local leaders to enable them to attend the conferences as well as planning the workshops and handling all accommodations.

The direct assistance of NYSUT staff has been made available to locals submitting proposals. Many locals requested this type of assistance in writing both the 1978 and the 1979 federal proposals. Proposals are reviewed to see that the federal criteria has been met and suggestions are made as to format, content and procedures. NYSUT also conducted needs assessments, using our available computer resources, for several of the locals submitting proposals.

The AFT Teacher Center Advisory Group is composed of teacher leaders from around the country experienced with the regulations and the issues. These individuals are prepared to act as a source of expertise for locals interested in establishing centers.

Pat Weiler, American Federation of Teachers, Teachers Center Project

In order for an applicant to have the best chance of obtaining funding, I cannot emphasize too strongly the importance of complying with the proposed regulations, criteria and deadlines of both the state and federal governments.

Dr. Vincent Gazzetta, State Education Department

Institutions of higher education can play a viable role in assisting in the design and development of proposals. Once centers are functioning, colleges can provide onsite workshops and courses and assist in the establishment of systematic approaches to managing and assessing the effectiveness of programs.

Dr. Jack Ether, project director, Teacher Corps

For the first time, institutions concerned with educating children are being offered incentives to collaborate. Teacher Centers as structures have the potential for capitalizing on the accumulated knowledge and experience of practicing professionals.

Myrna Cooper, UFT Special Projects director

LOCAL AND REGIONAL WORKSHOPS

Workshops designed to provide information about teacher centers have been given at more than 50 meetings in the state during the last year and a half. Local presidents interested in having such a workshop can contact their field representative or the NYSUT Division of Research and Educational Services.

Often, several locals in an area or a county association of presidents will request a workshop or a mini-conference on teacher centers. Administrators and school board members are frequently invited to participate in these meetings. The Division of Research and Educational Services maintains a list of resource persons who have expertise in many of the facets of teacher centers, such as the negotiated center, staffing, programs, budgeting, needs assessments, etc.

One of the very successful mini-conferences was held by the Rockland County Teacher Center Policy Board.

Represented at the meeting were many United Teachers members, NYSUT local presidents, school board members, administrators and superintendents of the several local school districts, the Board of Cooperative Educational Services (BOCES), private and parochial schools, the county's four colleges, and the State University at New Paltz.

Momentum for the workshop-conference on teacher centers had grown since an ad-hoc Rockland County Teacher Center Policy Board was founded during the summer.

"We felt that more education concerning teacher centers was necessary," said Patricia Sweet, chairperson of the ad-hoc policy board and a NYSUT member.

Sweet explained that "in order to establish true collaboration among disitricts, all the involved parties needed a better perspective from which to operate."

"In addition," she said, "we needed to know about existing centers and how they operate, and we needed small group discussions to assess needs locally and on a county-wide basis.

Keynoting the workshop was Dr. Christine San Jose, formerly with the Syracuse Teacher Center. She presented ideas on cost effectiveness and the need for sharing among the various groups for a successful center.

"We must come together to look at what happens in the classroom," San Jose stressed, noting that "we should not be ashamed to look at the whole process of educating the child. We are part of a group and yet very individual. There are multiple goals and multiple ways of doing things. It is time to recognize that and move forward."

A full exploration of other teacher centers around the country and the way in which they operate to serve members of the educational community was presented by Lorraine Keeney, of the Teachers' Center Exchange.

Valuable parts of the conference were the small group discussions based on a county-wide needs assessment. Each district, with the needs assessment in hand, discussed the needs in small groups with a facilitator. The groups ranked the three top priorities which they felt a center should address, listed them for the entire group to see, and then shared their ideas aloud with the other groups.

These needs then were specifically addressed by teacher center experts, including Gwen Yarger of the West Genesee Teacher Center which recently received federal funding as part of the Syracuse Area Teacher Centers; William Fibkins of the Bay Shore Teacher Center; Dr. Thomas Sobol, superintendent of the Scarsdale school system which has an active Teacher Institute contracted for and operated by the NYSUT local there; and Roslyn Herman, associate in educational services for NYSUT who has been working closely with teacher centers.

The evening portion of the workshop was a description of a local center by Sophie Kase and Bonnie Koop, coordinators of the North Rockland Teachers Center Advisory Board, who explained the method of forming a policy board, types of programs in existence and programs for the future. Accolades from the participants "brought home the realization that teachers are dedicated professionals who give selflessly of themselves to help others," commented Pat Sweet.

FOCUSING ON

NYSUT
STATE CONFERENCES
ON
TEACHER CENTERS

"ONWARD AND UPWARD"

New York City – June 9 - 10, 1978

The most effective method by which to encourage the professional growth of teachers is to center the system on the needs and concerns as teachers perceive them. The policy boards governing these sites should consist of a majority of teachers. NYSUT firmly believes that the bargaining agent is legally responsible for representing teachers in this endeavor.

Roslyn Herman
NYSUT
Division of Research
& Educational Services

Determined to find ways to initiate, develop and find alternative routes to funding teacher centers, 75 interested leaders of United Teachers locals throughout New York State gathered June 9 and 10 to participate in a full-scale NYSUT-sponsored statewide conference on teacher centers. They left with fresh approaches and new enthusiasms to teacher centering.

NYSUT Second Vice President Toni Cortese officially opened the conference on Friday morning at the United Federation of Teachers teacher center lounge. The group then toured UFT headquarters and three operating teacher centers and resource centers in the city, under the guidance of Roslyn Herman, NYSUT associate in educational services, and Myrna Cooper, special projects director of the UFT.

The dynamic conference included a visit to Brooklyn District 22's Ecology Center where UFT member Doris Hazelcorn (front row, left) gave informative lecture on setting up an ecology center.

The intensive day-long program included visits to the city board of education's Special Education Instruction and Materials Center in Manhattan, which is part of a five-borough network of centers dedicated to training and retaining educators who work with handicapped children; Brooklyn District 22's Ecology Center, where UFT member Doris Hazelcorn enthralled the group with an informative presentation on the center's activities, and to the Hunter College Teacher Center. The tour was capped with an evening of diversified and informed views on teacher centering.

Dr. Chris San Jose, former director of the West Genesee (N.Y.) Teacher Center, guest speaker; Lorraine Keeney of the Washington (D.C.) Teacher Center Exchange and Pat Weiler, director of the Teacher Center Project of the American Federation of Teachers, all presented positive "can-do" approaches to initiating and developing teacher centers.

A full day of Saturday workshops topped off the conference, with NYSUT local leaders actively participating in workshops led by teacher center leaders from around the country. Included in the workshops was Bill Fibkins of the Bay Shore Center who discussed staffing patterns of centers. Among others were the Negotiated Teacher Center led by Barbara Doyle of the Bristol, Connecticut Center and Collaboration which had a panel composed of Myrna Cooper of the UFT, Dr. Helen Greene, Dean at C.W. Post and Dr. Tom Sobol, Superintendent of Scarsdale schools.

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"THE REALM OF THE POSSIBLE"

Syracuse, N.Y. – November 12 · 13, 1978

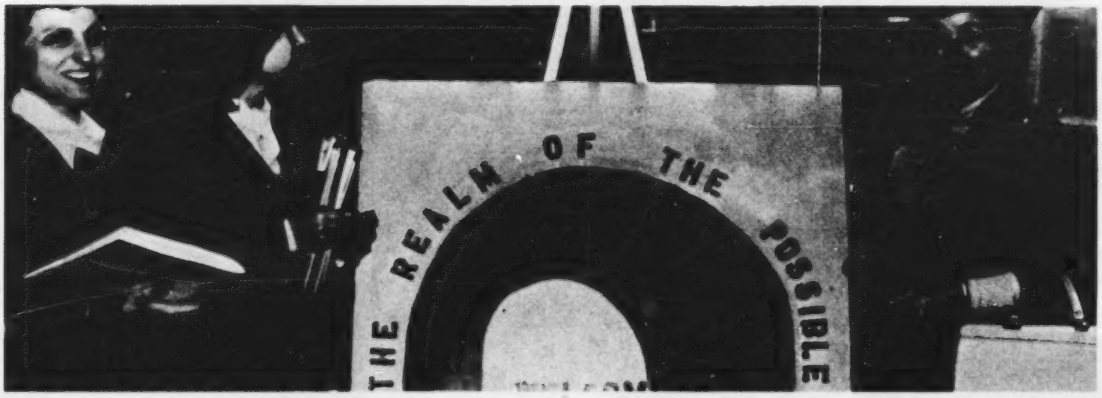
NYSUT Second Vice President Toni Cortese outlines current progress being made in New York State with teacher centers as she welcomes participants to the conference and explains its origins and purposes.

Educators including teachers, higher education faculty, administrators and school board members attended the statewide conference on teacher centers sponsored by NYSUT, the State Education Department and the Syracuse Area Teacher Center.

The beginning session was devoted to helping those educators and districts without teacher center proposals so that they can gain understanding of how a center might be funded other than through federal funding, of various governance structures of teacher centers, and of how to get a teacher center started. The advanced session was devoted to evaluation procedures, continued funding following federal funding, and a look at what is happening in centers around the country which included specific types of programs.

Teachers attending the two-day conference met with and listened to representatives from the federal government, the State Education Department and local areas where such centers have now been started.

Listening to representatives from centers, such as those underway now at Rush-Henrietta, Bay Shore, and Pittsford, participants learned, among other things, what a good teacher center could be.



If smiles speak, then Sophie Kase, coordinator of the North Rockland local teacher center's advisory council and North Rockland teacher Pat Sweet, also active with the teacher center, seem to be confirming the conference's theme "The Realm of the Possible," that suggests that teacher centers are definitely on the horizon for all of New York State's classroom educators. Looking on is Blanche Herring of the BOCES Staff Assn. of Rockland County.

They learned, for example, that a good center can help promote collegiality among teachers, most of whom, because of the nature of education, must spend a sizeable part of their work day within the isolation of a classroom.

The importance of assessing teachers' needs when planning a center was thoroughly discussed, along with funding proposals, teacher center governance, and aspects of the federal law which provided up to $8-million in funds available for centers run by policy boards composed of a majority of teachers.

Typical of the detail and depth of the presentations was one by Allen Schmeider, director of teacher center programs at the U.S. Office of Education.

Among other things, Schmeider discussed several issues he believes must be considered when teachers draw up center proposals.

He said, for example, that many teachers center proposals that his office receives suffer from a lack of clarity and definition as to what the applicants understand to be the in-service needs of their teachers.

The rationale for inservice education, he said, often is poor, perhaps reflecting the rapidly changing nature of the profession.

Schmeider also provided participants with a good national overview of the hundreds of centers now in operation across the nation.

Allen Schmeider, director of teachers center programs at the U.S. Office of Education, tells participants at the teacher centers conference that America ahs become a "learning" society, and that to keep up with this trend, retraining and in-service courses for teachers are becoming increasingly important. Schmeider keynoted the conference. Other presenters shown here listening are (from left) Vincent Gazzetta, director of the SED's division of Teacher Education and Certification; NYSUT's Roslyn Herman, associate in educational services; Charles Santelli, director of NYSUT's Research and Educational Services Division; and Sam Yarger, director of the Syracuse Area Teachers' Center.

NYSUT FOCUSES ON THE AFT TEACHER CENTER RESOURCE EXCHANGE

The Teacher Center Resource Exchange headed by Pat Weiler at the AFT provides invaluable assistance to New York State United Teachers. Besides providing an information network, a number of publications have been produced and are available to NYSUT members. They include:

- **At Last, Teacher Centers That Are Really For Teachers**; and **Teacher Centers: A New Voice for Teachers In Teacher Education Reform.**
- Teacher Center Annotated Bibliography
- Reprints of AFT Teacher Center Articles
- Needs Assessment Packet
- Teacher Centers: **Putting The Pieces Together For Success** – Handbook for Teacher Leaders ($4.00 printing charge)

Putting the Pieces Together is a step-by-step guide to putting together the federal proposal for a teacher center. Examples for each of the criteria are included.

The theme of the AFT Teacher Center Resource Exchange is "teacher leadership through resource exchange." To help develop that leadership a number of training sessions have been held for teacher leaders that "should result in their ability to accept meaningful roles in teacher center development and operation."

Many teachers center leaders from New York State have had the opportunity to attend these sessions attended by teacher leaders from AFT locals across the United States.

NYSUT teacher center enthusiasts pose for picture-taking session with Pat Weiler and Dr. Allen Schmeider at the Detroit leadership training session.

FOCUSES ON NYSUT TEACHER CENTERS

THE FEDERAL PROGRAM

* The rules and regulations of the Teacher Center program published in the Federal Register, January 11, 1978 outline details for planning a teacher center project at the local level with the support of federal funds.

Regulations governing the development of a local teacher center project mandate collaboration among educational personnel. The local educational agency (LEA) plans cooperatively with the teacher organization and the institutions of higher education [IHE(s)] for a teacher center that will provide an inservice education program designed to meet the needs of teachers in the area to be served.

Each teacher center is planned and operated under the supervision of a Teacher Center Policy Board that is composed of a majority of teachers. Options are provided for the selection of teacher members of the Policy Board. Nonpublic school teachers must be represented if they choose to participate.

* There are two types of teacher center grants awarded by USOE.

The "planning grant" and the "implementation grant" are the common terms used to describe the awards made by the U.S. Commissioner of Education. All LEAs may apply for either of these two while an institution of higher education (IHE) is only eligible for the "operational grant."

* The planning grant proposal describes activities that will take place during a twelve-month period that will enable teachers to organize and develop an effective Teacher Center Program.

The operational grant proposal outlines a Teacher Center Program that will be operational during the first year of funding. An institution of higher education (IHE) may only request assistance to operate a teacher center planned and established with other funds.

* In August, 1978, the following projects were funded:

53 operational projects { 6 awarded to IHE; 48 awarded to LEA }

8 planning projects

61 TOTAL

In New York state there are three funded operational projects which serve a total of more than 65,000 teachers.

It is expected that 25-30 new projects will be selected from the more than 250 proposals that have been submitted for 1979, including eighteen from New York. Those funded will be announced in late spring.

TEACHER CENTERS CONSORTIUM

OVERVIEW OF PROGRAM

The New York City Teacher Centers Consortium is providing teachers citywide (including special education, vocational education and nonpublic school teachers) with additional opportunities for inservice training and curriculum development which meet their specific needs and enable them to serve better their students. This program, which is the result of unprecedented collaboration, represents a cooperative venture among the New York City Board of Education, the United Federation of Teachers, and institutions of higher education. Program activities and operations are planned based upon the result of citywide surveys of teachers, to meet the diverse educational needs of their students.

In line with Teacher Centers regulations, the project is supervised by the Teacher Centers Policy Board, the majority of which includes 16 teacher members representative of the spectrum of all teachers in New York City; additional members include representatives of the Board of Education, institutions of higher education which offer programs in teacher education, the business community, United Parents Association and administrators.

Programs and services are available on a voluntary, request basis, and include: personal assistance and resource services; after-school workshop and courses; and, individualized, on-site professional development programs. Project services/resources and those already available from the LEA/IHEs/UFT, etc., are coordinated by a central clearinghouse to insure high levels of resource management and coordination among programs. Where possible, course offerings are aimed at providing teachers with Board of Education inservice credit and/or university credit, at no cost to the project.

NEW YORK CITY TEACHER CENTERS CONSORTIUM

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Teacher Centers sites have been carefully chosen to insure ease of participation and to deliver services to the elementary school level (6 sites) and to junior high/intermediate and high school levels.

PROJECT DESIGN

The design of this project is based on the idea that professional staff development at the inservice level is most effective when it is:

- cooperatively planned and implemented by school personnel, university staff, and most importantly, by teachers themselves;
- based on teachers' perceived and data-based needs to deal with day-to-day classroom teaching situations;
- conducted in the environment which is most conducive to the particular kind of development needed by teachers to serve children; and
- provided within structures that both capitalize on the accumulated, verified knowledge of the profession and contain the potential for increasing that knowledge base as well.

GOALS

The overall goals of the consortium project include:

- Helping teachers as groups and individuals identify their own professional development needs for better serving children;
- Helping teachers design and conduct their own personal professional development programs using the wide variety of resources readily available to all teachers both at Teacher Centers sites and through the educational, cultural, business and industrial institutions of the city;
- Providing opportunities for teachers to use/adapt, create/develop instructional materials and strategies for more effectively meeting curriculum objectives;
- Assisting teachers to demonstrably improve their ability to provide instruction in basic skill areas (including but not limited to reading, language development, mathematics, etc.);
- Assisting teachers to improve classroom management skills and increase their ability to design classroom environments to facilitate more effective individualized and group learning situations for students;
- Assisting teachers to work more effectively and participate to a greater degree in the development and implementation of school-wide programs designed to meet the needs of the total school population; and
- Developing and disseminating models of effective teaching and models of effective inservice training.

PROGRAM ACTIVITIES

The activities designed to meet the foregoing goals are being implemented under three major program components: an After-School Workshop Program, a Clearinghouse and Resource Program, and an Individualized Professional Development Program. All activities are based on the systematic identification and analysis of the inservice needs of teachers and the learning needs of pupils. Teacher participation in all activities of the project are voluntary. Although specific local site activities vary and reflect the uniqueness of the needs of each site and the area it serves, the overall structure and direction of the program components is the same for all sites.

A. After-School Workshop Program

The main functions of the After-School Workshop Program are to develop, offer and evaluate a wide variety of workshops, workshop series and courses based on the diverse needs of teachers, as expressed by teachers, for inservice training. The workshops are held at teacher center sites across the city and are available to all teachers.

The workshops are led by skilled classroom teachers, university specialists, consultants or invitees with specific skills. Such persons are identified by field coordinators, the project director, teaching specialists and teachers themselves.

Flexibility of program is encouraged so that teachers can determine workshop topics consonant with their needs, interests and styles as well as with their students' needs. Variations in the developmental levels of teachers is also considered. Workshop leaders are expected to question, to concretize, to provide appropriate activities, to respond to the variety of styles, to allow for diversity, to analyze into discrete elements and to synthesize.

B. Clearinghouse and Resource Component

The Clearinghouse and Resource Center Component will put individual teachers and groups of teachers in touch with staff training and professional development resources, programs and materials that are currently available or that become available to teachers through the Board of Education, the colleges and universities, the United Federation of Teachers and the business, industrial and cultural institutions of the city.

Materials produced by teachers as a result of this project will also become part of the resources of the Clearinghouse. "On-the-spot" teacher requests for information or resources will be handled by a Teacher Center hotline which will operate from the Clearinghouse Resource Center.

C. Individualized Professional Development Program

The Individualized Professional Development Program has two major functions. It is designed to provide on-site intensive assistance to teachers who wish to develop, try out and evaluate new instructional or classroom management strategies and/or curriculum that may meet the basic skill needs of their students in their own classrooms. At the same time, this program is designed to permit the systematic study of professional development processes and results in an effort to identify the most effective methods and procedures for training teachers to meet specific needs of school children.

The Individualized Professional Development Program is diagnostic-prescriptive in nature. It is delivered by teachers who are specially trained teaching specialists who were selected using criteria developed by the Policy Board. The teaching specialists are engaged in ongoing intensive training conducted by the consortium's program development staff. The selection process included a formal testing procedure.

The teaching specialists work along with teachers and participate jointly in planning and developing a sequential inservice program of professional experiences for a sustained period of time. Teaching specialists act as models, facilitators, change agents, organizers and stimulators. The teaching specialists also serve as allocators of materials and resources at the specific sites.

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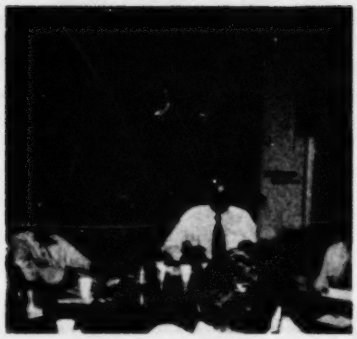


Name: Syracuse Area Teacher Center

Location: 400 Huntington Hall, 150 Marshall Street
Syracuse, New York 13210

Telephone: 315/423-3026

Staff: Sam Yarger – Director
Beth Sauerborn – Associate Director
Theresa Cicchelli – Syracuse Urban Teaching Center Coordinator
Gerald Mager – Jamesville DeWitt Teaching Center Coordinator
Gwen Yarger – West Genesee Teaching Center Coordinator

Affiliation & Funding: USOE Teacher Center Grant

Mission (Purpose): The Policy Board has developed the following goals for the Syracuse Area Teacher Center:

Goal 1. To support and facilitate teachers in becoming decision makers in meeting teaching and learning needs, both personal and professional.

Goal 2. Provide programs for teachers to learn skills and strategies in how to work with children of varying needs.

Goal 3. To develop mutually beneficial programs among the members of the Syracuse Area Teacher Center through collaborative efforts.

Goal 4. Provide resources for teachers to learn about themselves and their teaching, and to receive help in the development of whatever classroom skills are necessary.

Goal 5. Develop an organizational structure to provide for inservice training during the school day.

Goal 6. To promote the development of a supportive atmosphere in schools within which teachers feel free to learn and to practice alternative teaching methods.

Goal 7. To provide opportunities for constituents to come together in order to share common concerns.

Goal 8. To develop a resource system which will include school district, university, and community personnel who will share their expertise in a wide range of areas.

Participation: K-12 , public and private school teachers from the Jamesville-DeWitt, Syracuse City, and West Genesee school districts.

Teachers sharing materials at Kindergarten event.

Teachers making materials at a workshop on cardboard carpentry.

SYRACUSE AREA TEACHER CENTER

Program Highlights:

Pet Projects: 100 $50 grants awarded to teachers to allow them to implement innovative programs within their individual classrooms.

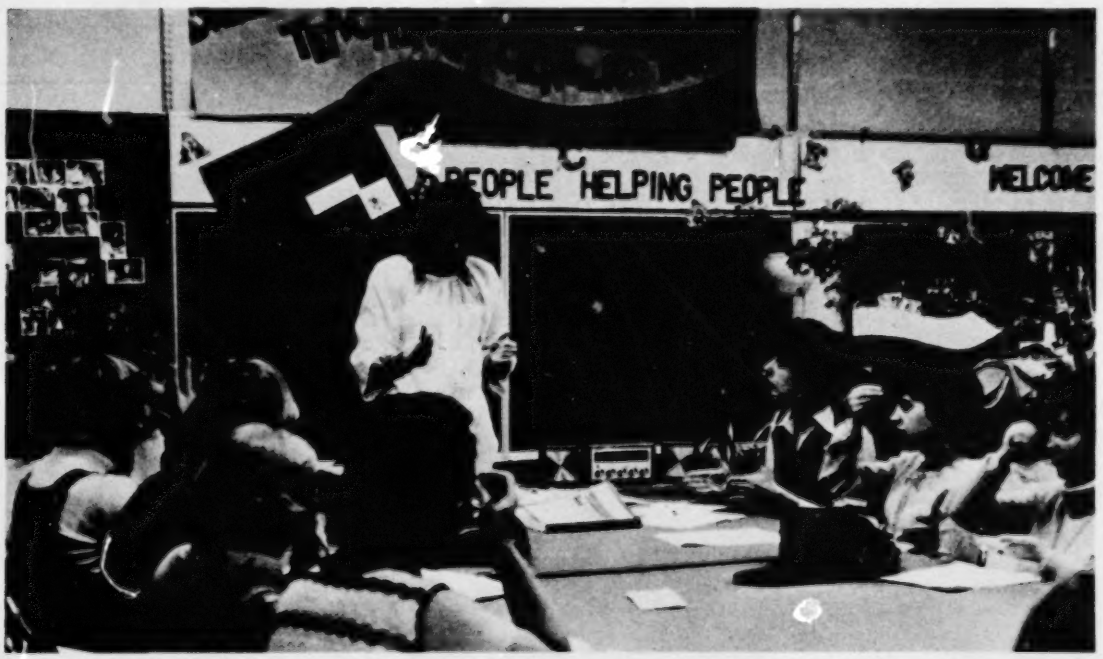
Courses: Long term, credit bearing courses on: Discipline, Mainstreaming, Peer Observation

Sharing events: Five hour dinner workshops for: Kindergarten teachers to share general techniques; primary teachers to share strategies for teaching communication skills; intermediate teachers to share ideas in the teaching of science.

Workshops: One to three hour workshops on such topics as teaching the Gifted; How to Get Into Print; Dealing with Parents; Creative Writing; Working with Children from Broken Homes.

Teacher Training Sessions: Glasser Method of Classroom Management; Reading in the Content Area.

"Summer School in Action" – Teachers will have the opportunity to develop methods, materials, and skills of their own selection, will then implement these with groups of children, and will receive non-evaluative supervision, guidance and feedback from other teachers, university personnel, and/or consultants.



An outgrowth of one of our courses on mainstreaming has been a course for Syraucse University credit in sign language, taught by Patricia Fey, teacher of the deaf at Stonehedge School.

LOCALLY FUNDED TEACHER CENTERS

Name: Bay Shore Teacher Center

Location: Bay Shore Junior High School

Satellites: Fifth Avenue School
Brook Avenue School
St. Patrick's

Telephone: 516–665-1700, ext. 296

Staff: Bill Fibkins – Coordinator
Martha Davis – Coordinator

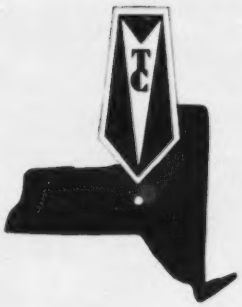
MISSION AND GOAL:

The Bay Shore Teacher Center serves the staff development needs of teachers, secretaries, custodians, and principals in the seven schools that make up the Bay Shore Public Schools, and two private schools in the Bay Shore Community, St. Peter's-by-the-Sea and St. Patrick's, a total of 629 staff members. The Center has been in operation since 1971, when it first opened its doors as a collaborative effort between teachers at Bay Shore Junior High School and the Continuing Education Department at Stony Brook University, Stony Brook, New York. In 1973 the Bay Shore School District took over the complete funding of the program. The Center is now staffed by two half-time coordinators. One is a regular member of the Bay Shore Junior High School staff, where he is a counselor at grade 9. The other coordinator, originally a member of the Stony Brook Continuing Consultants team that helped start the center, is employed on a consultant basis. The Center currently is directed by a policy board comprised of teachers, secretaries, parents, citizens, administrators from each of the public and private schools in the community, and Bank St. College of Education, which serves as the higher education representative on the policy board. The Center offers daily staff development programs at Bay Shore Junior High School during the work day of staff. Workshops are offered at 9:30 for secretaries and custodians, and at 10:30, 11:30, 12:30 and 1:30 for professional staff. The Center, utilizing policy board members as facilitators, also offers programs at each of the elementary schools and the high school. These programs are held both during the contract day and after school.

The policy board emphasis has been on developing the notion of teachers teaching teachers, and as such has developed a process whereby teachers who lead workshops are released from their regular teaching assignments to lead these workshops. The development of the policy board in May, 1977, has been a powerful force in helping to develop staff development programs at elementary and high school levels, and to provide opportunities for teachers at different levels to share ideas, resources, and other aspects of their work that were not available prior to the inception of the policy board. In addition, the policy board has evolved a parent education program, in which the parent representatives on the board have developed parenting programs, offered in the schools, in which parents and teachers have ongoing opportunities to learn from each other in nonadversary relationships.

For example, the parenting education group recently offered a training program for their leaders, in which staff from the district schools served as workshop leaders in areas of their expertise, such as discipline, group counseling, values clarification, drugs and alcohol, small group work, Adlerian psychology, etc. Also a group of parents have offered workshops at the center in areas of parenting for teachers. The bringing together of teachers and parents to learn from each other in positive ways has long been a major objective of the policy board.

Recently, the Bay Shore Teacher Center received a $15,000 grant from the New World Foundation to develop a school community center. This will provide greater opportunities to bring together the community and the schools to build stronger alliances for better education.



MEETING THE NEEDS OF TEACHERS

The Central New York
Rural Teachers Center Consortium

Location: SUNY at Cortland and Satellite sites at Cazenovia and other districts

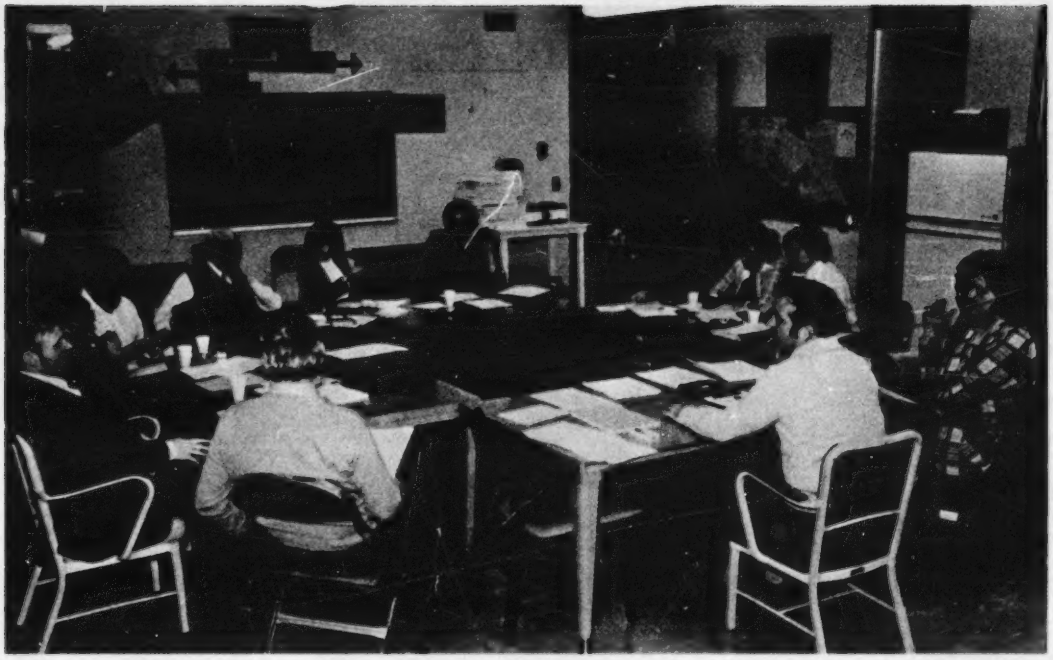
Phone: 607–753-4705

Director: Ron Bover

The CNYRTCC offers a process that uses identified students needs as perceived by teachers as a basis for developing innovative activities to improve teacher skills, expand their knowledge, and change their behavior. This process involves teachers in developing programs for students based on what the teachers have learned through the Consortium. Such efforts to create a Teacher's Center using this approach indicates a clear trend toward teacher development for rural districts in an understandable and meaningful manner. The "Blueprint" for the CNYRTCC is varied so that the needs of teachers and students will be met in a significant fashion. The organizational pattern is based on the commitment of the schools involved, and is managed by field coordinators from each school system and a coordinator by S.U.N.Y. Cortland's Institute for Experimentation in Teacher Education.

A needs assessment conducted in each district has clearly pointed out that teachers have the ability to articulate their needs, and these needs both vary and have similarities. A single Teacher Center cannot be all things to all people, particularly at its inception. We believe that the CNYRTCC will accomplish two goals: it will focus on a set of interrelated needs that can be met, and secondly, it will develop a continuous method of needs assessment such that the effectiveness of the Teacher Center can be measured and its direction changed as needed.

To date, the Consortium has coordinated several workshops for teachers and parents within the school districts of the Consortium. Our plans are to expand these activities.



The Policy Board of the CNYRTCC is beginning to sense that a strong Teachers Center may be the result of filling a need and not the result of funding a need. The CNYRTCC addresses three basic areas of need:

(1) How can teacher centering be made to work in a rural region where schools are geographically scattered rather than consolidated in a single area? The challenge to teacher centering in Central New York is clearly different from the task of an urban Teacher's Center that is near at hand to a large number of schools.

(2) How can teacher centering be made to work in a situation where small school districts cannot afford individually to mount their own separate centers? The challenge here is to get the most for the Teacher Center dollar by coordinating efforts and sharing resources across district lines.

(3) How can teachers be involved in taking responsibility for their own professional development? The challenge here is faced by all school systems everywhere: to create the conditions under which teachers become active agents of their own professional growth. "Teachers in our school are inservice-shy," said one area teacher recently. "We had somebody in here last fall talking about pupil needs identification who nearly put us to sleep. We've been burned too many times." The governing premise of Teachers' Centers, as we see it, is that **teachers** should have a hand on in-service education: **teachers** should identify student needs; **teachers** should identify their own needs as practitioners; **teachers**, wherever possible, should teach each other the skills of their common craft.

These three needs–to adapt teacher centering to a rural region, to find a way to pool resources, and to give teachers real responsibility for their professional development–can be and is effectively addressed, we believe, by the Central New York Rural Teacher Center Consortium.

The content focus of our Teacher's Center–communication skills–is an excellent initial choice for inspiring cooperation across levels. Basic skills are a crossroads where the interests of elementary and secondary faculty truly meet.

(4) The Teacher Center **can involve teachers in multiple roles.** The sentiment of a growing number of good teachers was expressed by a teacher who said, "I've been in the classroom 12 years now–I'm tired of just teaching. I need to do something else." Schools cannot afford to lose their best teachers; they must open up new roles to talented teachers who seek a fresh challenge. Such teachers may wish to lead workshops, do demonstration teaching, be classroom consultants, write curriculum, organize conferences, publish articles. The Consortium can facilitate all of this.

(5) A major goal of the Teacher Center, to return to our earlier theme, is to do in concert what no single district can do alone: namely, **to develop an interdisciplinary communication skills curriculum** and to **provide the in-service programs** that teachers need to implement that curriculum. Such a cross-district collaboration has been unprecedented for this region.

Location: Pittsford Central Schools
Barker Road Elementary School

Staff: Wanda Ward, Director
Mary Jane Wheeler, Materials Specialist
Mary Jane Schwind, Secretary

Telephone: 716–381-9940, ext. 291

The Pittsford Teacher Center was approved December 19, 1977 in a symposium with representatives from all components of the education community, including two private schools and Nazareth College. By June 1978, a proposal for federal funding had been submitted, a needs assessment had been completed, an evaluation process established, a policy board had been elected/selected, and a director had been appointed.

Wanda Ward was given a leave of absence from teaching and was given the responsibility, as director, to set up the physical plant, hire a Materials Specialist and Secretary, and plan with the curriculum coordinator and principals.

When school opened September of '78, a 'flip' chart explaining the purpose and procedure of the Pittsford Teacher Center and a folder of brochures announcing workshop offerings was given to each staff member.

The attendance in staff development activities from September – December more than doubled the attendance for the total year 1977-78. From September – December 1978, the attendance in professional and personal growth activities was 700 representing participation, 276 staff (out of 395). We had offered 20 professional growth and 5 personal growth workshops/activities. The majority of our instructors came from our staff: 30 teachers, 5 administrators, 15 parents, 8 from out of district.

FEED A TEACHER
NOURISH A CHILD

The Staff Mary Jane Wheeler, Wanda Ward and Mary Jane Schwind enjoying a planning session.

Our Materials Specialist, Mary Jane Wheeler, directs 56 volunteers in preparing and making materials to use in the classrooms. The 56 parent volunteers have spent 1648 volunteer hours (September-December) making 777 materials for 101 teachers.

We are beginning to get participation from paraprofessionals, teacher aides, secretaries, parents, and School Board members. Some administrators have also attended appropriate activities.

We have approximately 700 volumes in our professional library, most of which have come through donations.

Wanda has conducted 10 In-Service sessions with 13 other districts who are interested in the Teacher Center concept.

Although Pittsford Teacher Center has again applied for funding, another year for the Teacher Center is not contingent on those funds.

Our policy board has 20 members representing all facets of our educational community. The support from the administration and the mutual respect between staff and administrators provides a climate conducive to professional development.

Featuring a teacher each month at the Pittsford Teacher Center.

Name: Northeastern New York Teacher Center

Location: Room 129 Hawkins Hall
State University College at Plattsburgh

Telephone: 518–564-2839

Staff: Dr. Harry Lewis (Parttime Enabler)
Jim Trombley – Chairperson of
Policy Board

Twenty-nine small public schools and 18 smaller parochial schools with 2,100 teachers serve the 39,000 students living on the 4,000 square miles that comprise the extreme northeastern corner of New York State. The majority of the areas schools are located within an area which is famous for its rugged terrain, sparse population and severe winters, effectively isolating the area geographically. This has created some special needs for teachers in this area which produced the Northeastern New York Teacher Center.

GOALS

To reduce the feelings of isolation of the teachers, regional subject councils are being established to enable teachers to exchange program information and/or to learn about new programs being implemented in the region, state or nation.

- Provide for the educational renewal of the stable teacher population by providing a wide variety of activities.

- Introduce new methods and approaches to teaching in such areas as mainstreaming and identification of and program development for gifted and talented students.

The NNYTC has sponsored a Canadian-American Teachers Exchange Program during 1978-79 which will continue and be expanded next year. Three teachers from Clinton Central schools spent two days at an urban Quebec high school teaching students about the American Bills of Rights, cultural differences and the utilization and setting up of a model United Nations program. Before their visit to Quebec, the American teachers had hosted two Canadian colleagues who taught American students about the Canadian Parliament and Quebec separatism. This exchange is continuing with a workshop on "Metrication, the Canadian Experience, What Can We Learn?" conducted by experienced Canadian teachers for U.S. teachers.

SOME EMERGING CENTERS

Many NYSUT locals are beginning teacher centers either in their individual districts or in cooperation with other districts nearby. Several of these policy boards wrote proposals for the federal funding and through this process developed the necessary support and organization to begin operating and offering programs through their centers. Some of those who have support either through their districts or their teacher-members to continue even if federal funding is not received are featured below.

Name: Northern Westchester/Putnam Teacher Center

Location: Mohopac Schools

Telephone: 914–628-3415

Chairperson of Policy Board: Dennis Lauro

GOAL: To provide an in-service program for the staffs of North Salem, Mahopac and Putnam Valley schools that is designed and delivered by those staffs.

PROGRAM: The Center sponsored an all-day workshop on discipline for the three districts. Teachers from each building were given released time to participate in the sessions which also included administrators and parents as participants.

Name: Rush-Henrietta Teacher Center

Location: Sperry High School

Telephone: 716–334-5440

Chairperson of Policy Board: Gaynelle Wethers

SUPPORT: An area has been designated by the district for the Center. Money and time are being arranged so that it can be opened as a working center.

PURPOSE: To provide a central planning group with a majority of teachers that will plan and deliver the in-service programs for the district.

PARTICIPATION: The policy board has organized the inservice programs of the district. All inservice programs must be cleared by the policy board and it determines what programs will be funded.

PROGRAM: The highlight was the planning and follow through for the inservice day held in January.

Name: Western New York Teacher Center

WHERE: Teacher Center programs and activities can take place in individual school buildings of participating members as well as three other physical sites already located.

The Center for Curriculum Planning, Baldy Hall #17, Amherst Campus SUNY/AB open from 12:00 noon until 6:00 p.m. 716–636-2486

Erie BOCES # 2, 4071 Hardt Rd., Eden, N.Y. open from 8:00 a.m. until 5:30 p.m. or additional hours by calling Thomas Assenza 716–992-3413, ext. 26

Butler Library, WNYTC, Resource/ Work Room 231G, SUCB, Elmwood Avenue.

WHAT: The Western New York Teacher Center (WNYTC) is a regional consortium of educators whose purpose is to provide a professional response to educators' needs in the areas of in-service, curricular and research activities. Teachers, represented through their Teachers Association, Local Educational Agencies, both public and non-public school districts, as well as private, denominational schools, and colleges and universities of the area comprise the consortium.

WHY: To provide a means and an opportunity for educators to focus on and communicate in-service, curricular and research activities as they relate to individual teacher's and school's responses to the learning needs of their students.

HOW: The response to the professional needs of groups of teacher with similar concerns, or the individual need of a teacher is generated by communication through the member's representative on the Policy Board. Then appropriate programs or activities can be planned by those with the need and the WNYTC staff utilizing the wealth of resources available. Individual educator needs can be met by use of resources and consultation with personnel at the three sites mentioned above as well as by direct contact with a member of the Operations Committee listed on the front of the Newsletter.